



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3816 N 27th Ave., Phoenix, AZ 85017

Career Success Schools

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile (a)

2004-05 Performing
2003-04 Underperforming
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Sonia Gonzales
Schedule : 07:31 AM to 05:00 PM
Grades : 9-12
2005 Enrollment : 422
Web Address : careersuccessschools.org
Phone Number : (602) 285-5525
Fax Number : (602) 285-0026
E-mail : sgonzales@csschools.com

Mission

Career Success Schools are dedicated to providing each student with: A clearly documented gain in all appropriate academic skill areas, and personally concentrated set of 21st century vocational skills.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Not Met
2002-03 Not Met

School Improvement Status (b)

2004-05 SI Year 1
2003-04 Year 1
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our goal is to graduate students with the confidence and the highest of skills to be prepared to enter the working world and/or continue their education.
- ü Additional goals are to work with our community partners, including teachers, staff, students, and parents to provide our students with more useful resources to help their education and work towards their goals.

Enrollment

October 1, 2004 School Year Student Enrollment : 336
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 307

Instructional Programs

- ü Computer Applications
- ü Recording Arts
- ü Culinary
- ü Cosmotology
- ü Medical Careers
- ü Automotive
- ü Massage Theraphy

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/18/2006

Shared Responsibilities

School

Responsibilities included but not limited to: Educating each student and providing individualized instruction based on their needs. Teaching to the Arizona State Standards by Highly Quailified Teachers with on going professional development opportunities.

Parents

Resonsibilities of parents include: Supporting the school's policies on good attendance, tardiness and acceptable school behavior as it affects their child; working closely with the school administration and teachers as issues arise with their child.

Transportation Policy

The majority of our students come from a five-mile radius. Transportation is not provided, however those students who have good attendance are eligible for a monthly bus pass effective September 1st of the school year.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Valedictorian	2004
ü Perfect Attendance	2003
ü Outstanding Student for Each Core Class	2003

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	133	69846	100	100	100	642	651	699	91	79	21	9	13	11	0	8	49	0	0	18
All Students (Prior Year)	54	131	65934	56	69	100	448	449	492	93	93	43	7	6	18	0	1	24	0	0	15
Female	24	61	34328	100	100	99	639	649	702	93	84	19	7	9	12	0	6	51	0	0	18
Male	28	72	35509	100	100	100	647	652	696	86	72	23	14	17	11	0	10	48	0	0	18
African American	10	18	3535	83	90	100	642	655	677	100	86	31	0	0	15	0	14	46	0	0	8
Hispanic	35	74	23363	100	100	100	639	645	680	100	92	32	0	5	16	0	3	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	NC	4785	--	NC	100	--	NC	671	--	NC	39	--	NC	17	--	NC	39	--	NC	5
White	NC	33	36421	NC	100	99	NC	666	714	NC	30	12	NC	40	8	NC	30	54	NC	0	26
Students with Disabilities	NC	16	7690	NC	100	100	NC	643	593	NC	86	64	NC	0	14	NC	14	21	NC	0	2
Students without Disabilities	47	117	62220	100	100	99	643	652	712	90	78	16	10	15	11	0	7	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	32	69	21421	84	84	92	636	645	686	100	90	35	0	7	15	0	3	43	0	0	7
Non-Economically Disadvantaged	20	64	48489	100	100	100	648	656	704	80	68	15	20	19	10	0	13	52	0	0	23

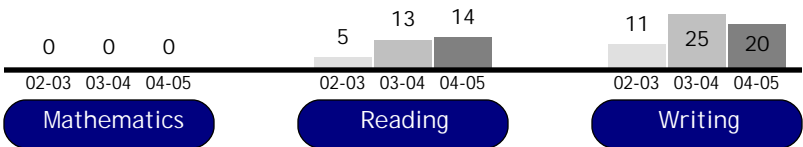
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	144	71311	83	100	100	627	648	694	59	33	7	27	41	21	14	23	63	0	3	9
All Students (Prior Year)	79	155	68162	74	75	100	461	468	509	65	56	18	23	24	24	13	19	51	0	1	8
Female	21	70	34899	78	100	100	630	646	700	54	37	5	31	42	19	15	16	66	0	5	10
Male	21	76	36430	100	100	100	623	649	688	64	29	9	27	41	22	9	29	61	0	0	8
African American	13	20	3573	100	100	100	626	647	676	40	25	9	60	63	26	0	13	60	0	0	4
Hispanic	21	70	24056	81	100	100	615	637	672	73	41	13	27	46	31	0	13	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	NC	45	36841	NC	100	99	NC	668	713	NC	22	3	NC	22	12	NC	50	72	NC	6	13
Students with Disabilities	NC	15	8021	NC	100	100	NC	656	590	NC	25	27	NC	38	42	NC	38	29	NC	0	1
Students without Disabilities	39	131	63379	89	100	100	626	646	707	59	34	5	32	42	18	9	20	68	0	3	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	NC	NC	548	NC	NC	NA	NC	NC	659	NC	NC	26	NC	NC	36	NC	NC	38	NC	NC	0
Economically Disadvantaged	--	49	22243	--	56	93	--	651	677	--	26	14	--	52	32	--	22	51	--	0	3
Non-Economically Disadvantaged	42	97	49157	100	100	100	627	645	702	58	38	4	29	36	16	13	22	69	0	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	139	70868	85	100	100	619	645	688	55	26	5	25	46	23	20	29	63	0	0	9
All Students (Prior Year)	67	148	67629	63	71	100	446	442	524	60	63	22	15	18	16	25	20	59	0	0	3
Female	22	71	34710	81	100	99	604	643	697	58	29	3	25	42	19	17	29	66	0	0	12
Male	21	70	36176	100	99	100	625	642	678	60	26	7	20	47	27	20	26	59	0	0	7
African American	13	19	3557	100	100	99	631	658	675	50	29	7	25	29	25	25	43	62	0	0	6
Hispanic	21	64	23868	81	94	100	603	639	670	60	28	9	30	49	33	10	23	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	NC	47	36710	NC	100	99	NC	650	702	NC	21	2	NC	47	15	NC	32	69	NC	0	13
Students with Disabilities	NC	13	7900	NC	87	100	NC	639	580	NC	25	22	NC	63	49	NC	13	28	NC	0	1
Students without Disabilities	41	128	63054	93	100	99	611	643	701	62	28	3	19	42	20	19	30	67	0	0	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	46	21994	--	53	92	--	649	673	--	21	10	--	57	36	--	21	52	--	0	3
Non-Economically Disadvantaged	43	95	48960	100	100	100	613	638	694	59	32	3	23	36	18	18	32	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	79	14	19	41	55	10	NA	42	58	24	25	51
	Language	90	11	15	42	42	5	9	42	58	27	24	50
	Mathematics	90	25	31	60	53	15	23	63	58	17	20	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Career Success High School

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	15.00
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	4	6	1	0
7 to 9 years	0	0	0	0
10 or more years	2	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	57
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Career Development Lab
- Ü Library

Extracurricular Activities

- Ü Basketball (Girls and Boys)
- Ü Girls Volleyball and Softball
- Ü Yearbook
- Ü Student Council

Social Services

- Ü Community College Courses
- Ü YMCA
- Ü Young Fathers
- Ü Job Assistance

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü One of the things we achieved this last year is: We prepared 75% percent of our graduates to go out in the real world and obtain well- paying jobs, by providing more hands-on experience in various fields.
- ü The school improved in areas such as Test Scores, Attendance, and the number of referrals for students discipline reduced.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	79	95	94	95
Transfers Out Rates ⁵	67	12	12	17
Transfers In Rate ⁶	222	28	28	37
Stability Rate ⁷	32	87	87	82
Promotion Rate ⁸	29	96	95	81
Retention Rate ⁹	10	1	1	3
Dropout Rate ¹⁰	50	0	1	6
Status Unknown ¹¹	48	0	1	4
Graduation Rate ¹²	92	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Career Success offers morning, afternoon and evening sessions. The maximum number of students at one time does not exceed 350. A positive school climate exists. Rules are well outlined and consistency is the norm. No hats, bandana's, clothing with numbers. Career Success follow a - zero tolerance policy. All students have read the school handbook and have a clear understanding of expected behaviors, responsibilities and consequences.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Rod Trevino	(602) 285-5525
Community Resources	Harriet Caruso	(602) 285-5525
School Nutrition Programs	Sonia Gonzales	(602) 285-5525
Parent Organization	Sonia Gonzales	(602) 285-5525
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.